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ABSTRACT

Part one of the newsletter is devoted to excerpts of lectures presented at a symposium on research and reform in teacher education. The symposium was held at Bristol University under the sponsorship of the Council of Europe's Educational Research Committee, and was attended by researchers and administrators from 18 member states. Part two provides educational news from 10 European countries. From Denmark come protests against a new ministerial policy increasing the teacher's work load, and in Germany problems of student admission and study reform in higher education are causing concern. Educational policies of the new government in Ireland are reported, the role of the post-primary teacher is examined in the Netherlands, and in Norway the government has proposed to split the present Ministry of Education and Ecclesiastical Affairs. Sweden reports the results of the 1968 Education Commission proposals for the reform of higher education. Topics discussed from the United Kingdom are the results of the Russell Report on adult education, the annual report of the Open University, and vocational training for girls. Educational news from Belgium, France, and Switzerland are reported in French. (JR)

NEWS-LETTER
FAITS NOUVEAUX

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RESEARCH AND REFORM IN TEACHER EDUCATION

A symposium on research and reform in teacher education was held under the chairmanship of Professor W. TAYLOR at Bristol University from 8-13 April 1973. The symposium, organised by the British authorities and sponsored by the Council of Europe's Educational Research Committee, was attended by researchers and administrators from 18 member states. The following are excerpts of the lectures the full text of which will be published in both English and French in Information Bulletin No. 3/1973.

On the stability of progressive attitudes

There is widespread discontent in institutions of higher education with perceived social and political conditions and with the values and ways of life implicit in these. This discontent is also evident in the books, magazines and newspapers preferred by students. The professed aim is to create a new man and a new society through education and schooling - "new" meaning more rational, critical, liberal, tolerant and creative.

However, our research at Konstanz University on educationally relevant attitudes of final year grammar school, college and university students and young teachers showed a reversed U-shaped curve indicating a transient liberalization effect during teacher training and university studies. Stability of progressive attitudes was weak. There was regression to the conservative levels held before post-secondary studies. This trend held for elementary as well as secondary teachers and also, interestingly, for non-teachers.

Society wins ; liberalization remains an episode.

If this diagnosis is correct the following conclusions for teacher education may be drawn. The academic world should rethink its relationship with prevailing socio-cultural conditions : should these be viewed as irreparably bad and to be rejected, or as imperfect but containing elements on which gradual improvement can be based ? This latter approach to reform should be chosen, not only as far as overall social and political conditions are concerned, but also as regards educational content and practice. Having come to terms with their own past and those inner and outer conditions that are to be transcended, educators will define reform aims which are less divorced from reality and which are based on and supported by its positive aspects and elements. They will be less likely to experience regression when confronted with reality. Reform aims, being tied to concrete and observed conditions, will lose their verbal and abstract quality and become concrete and practicable.

H. AEBLI, Professor at Berne University

Formation et comportement pédagogiques

A l'époque actuelle, on doit souligner la contradiction qui existe entre l'évolution relativement rapide des élèves, influencées par la société globale, qui pèse sur elles par l'intermédiaire des mass media et des parents, et l'évolution inévitablement lente du système scolaire proprement dit, sur lequel l'opinion publique ne peut agir que par le relais opaque d'une administration, soumise à un pouvoir politique. D'où une aggravation des tensions. D'où également une différence entre les systèmes centralisés, dont l'inertie est plus grande, et les systèmes décentralisés, plus sensibles aux évolutions de l'opinion.

Il semble bien qu'un écart très important existe entre les attitudes explicites des maîtres et leur comportement pédagogique effectif. De nombreuses études soulignent cette contradiction entre les pratiques et l'idée qu'on ne cesse d'en proposer. Elle semble plus forte que dans beaucoup d'autres métiers. Cette dissociation viendrait de ce que l'enseignant s'implique beaucoup personnellement dans sa pratique, qui n'est pas un métier comme les autres, mais est encore souvent vécu comme une "vocation", un "sacerdoce". D'où une identification des enseignants à l'image idéale qu'ils se font du 'bon maître", et à laquelle ils croient se conformer fidèlement, mais à laquelle ils ne se conforment pas effectivement.

Cette réflexion conduit à une conclusion banale : l'un des objectifs essentiels d'une formation des maîtres devrait être de les rendre lucides sur l'écart qui sépare leur pratique de leur credo pédagogique. Il faut professionnaliser l'enseignement, c'est-à-dire en faire de plus en plus un métier, et de moins en moins une vocation.

Cette conception récuse tout ce qui nourrit le narcissisme pédagogique, et même les exercices centrés sur le personnage du maître, sur sa performance quasi théâtrale. Elle valorise tout exercice centré sur les élèves, isolés ou groupés. Elle privilégie l'attention à ce qui se passe dans la classe.

Une réforme véritable ne peut réussir que si elle porte à la fois sur l'ensemble des éléments du système, de façon à en préserver l'équilibre relatif. Une réforme de la formation des maîtres est à elle seule radicalement incapable de provoquer de telles transformations. Si l'on veut par exemple répondre à l'attente des élèves, telle qu'elle a évolué en même temps que les objectifs globaux de la société, et pour cela modifier les pratiques pédagogiques, il faut modifier simultanément la définition des tâches scolaires (programmes et contenus, horaires, examens et contrôles), les moyens mis à la disposition des maîtres (locaux, équipements) et l'attitude des maîtres. Si l'action reformatrice ne s'exerce pas à la fois sur ces trois points, il y a fort à parier qu'elle échouera. Et si elle porte à la fois sur ces trois points, elle mettra un temps considérable à provoquer sur chacun d'entre eux des transformations assez fortes pour que les effets combinés soient sensibles.

A. PROST, Professeur à l'Université d'Orléans

Values and objectives

It is important that teachers should not come to believe that behavioural outcomes are the sole or even the main objectives of educational processes. If the aspirations of lifelong education are to be realised, and if the cultural reappraisal with which our schools are contending is to become possible, social, moral and aesthetic values must be realised in the objectives of education. Such objectives are rarely capable of critical behavioural formulation and being explicit about them implies reinterpreting ideals in the currency of contemporary society. Reinterpretation does not mean acceptance of all contemporary forms of social expression. Even the most desirable of ideals may be perceived in forms which are degrading upon social change. Egalitarianism is a worthy principle which has traditionally appealed to the conscience of the bourgeoisie. It is laudable to decry the smug application of normative middle class standards in traditional education. It is foolish to confuse the rejection of middle class privilege with the uprooting of enduring European cultural heritage. In the name of motivation as well as of egalitarianism there is currently an advocacy for adjusting the content and process of learning to the social background of the learner, particularly when the learner endures low socio-economic status. While it is clearly necessary that our teachers should have an understanding of and a feeling for the way of life of the families whose children they teach, they will do such children a disservice if they attempt to draw the stuff out of which learning situations are made mainly from the social background of the learner.

A. BRIMER, Research fellow at Bristol University

The organisation of research in teacher education

There should in every country be one or more groups of people who operate as a teacher education research unit. Such groups might be located in universities, in research foundations, or in regional or national ministries. Their tasks might include the execution of research projects based upon disciplinary or system problems ; servicing enquiries undertaken in other universities, colleges or teachers' centres ; monitoring innovations in pre-service and in-service teacher education ; initiating and evaluating development programmes ; keeping in touch with and disseminating knowledge about research in the social, behavioural and information sciences relevant to teacher preparation ; offering consultancy on research and development problems to trainers of teachers, administrators and policy makers. The core membership of at least one of these groups should be on permanent contracts, and the group as a whole should have enough time and resources available to permit a certain number of unit-initiated studies and for preparation of other work for subsequent short and medium term contract funding. Ideally, there would also be money to attract on

secondment scholars and researchers of distinction from fields other than teacher education, or even from outside education altogether.

It follows that any group of people concerned with teacher education research requires a diversity of background and talents. Experimentalists and psychologists, students of administrative and curricula innovation, sociologists and system analysts, philosophers and historians can all claim their place. No one group can possibly contain them all. But the point has to be made that improvement depends as much upon an understanding of the dynamics of classroom change, of the influence of local politics on teacher deployment, of what we intend by the use of the term "comprehensive school", of the nature of "subjects", of the organisational constraints upon innovation, as upon the analysis of the teaching act or the way in which the college experience affects attitudes. Indeed, some of the apparently more directly relevant studies in the field have suffered from their failure to reckon with factors other than the individual and the psychological. In general conception, if not always in execution, teacher education research is a field of multi-disciplinary enquiry, the preserve of no one group among the professional educators.

W. TAYLOR, Professor at Bristol University

New elements in the teacher role

When the school system changes, teacher education is bound to do likewise. The following are current changes in the school system and in teaching :

- Compulsory schooling has been prolonged. In the majority of countries it now also includes lower secondary school.
- The division of pupils between different educational routes has been delayed. Pupils and parents are being given an increasingly free choice of study routes supplemented by guidance and counselling at school.
- More and more young people, in many countries more than half the relevant age group, are pursuing their studies in upper secondary general and technical education. Final examinations are being replaced by continuous assessment. The regulations governing selection for post-secondary studies are being altered.
- Different types of school are being co-ordinated into more uniform and coherent systems, both vertically and horizontally.

These four trends in school development vary from one education system to another with regard to their degree of intensity. But they are invariably of such importance that everywhere they influence - or should influence - the nature of teacher training.

Many teachers are confronted with new pupil groups, among them pupils who have little interest in theoretical studies. New subjects or groups of subject appear. Subjects and working methods are co-ordinated into an integrated whole, a total curriculum.

To an increasing extent, the internal organization of school work is characterized by the following changes :

- Mutually independent schools become mutually dependent (school becomes a school system).
- The class as a self-evident pupil grouping is replaced by ad hoc pupil groupings according to the nature of studies.
- The teacher is replaced by the teacher team, which also includes other categories besides teachers.
- Courses tend to become interdisciplinary.
- Traditional periods of fixed duration are being superseded by lessons of variable duration forming part of a flexible system of smaller time modules.

- The text-book is being replaced by various types of teaching material in which printed material, work-books, filmstrips and tapes etc. are co-ordinated by the teacher to form a complete system for learning.

Changes of this kind require changes in the teacher's function. Parts of what the teacher has regarded as his special role will have to be abandoned. The teacher will confer with others, not only with fellow teachers but also with pupils and their parents. The demand and the capacity for co-operation, both internally and externally, and the adjustment of means and methods to individual pupils are becoming more and more the prime consideration of a new teacher professionalism.

S. MARKLUND, Professor, National Board of Education, Stockholm

Three moves to develop teacher education

When society is changing so rapidly, it is imperative that there should be some machinery for facilitating the development of thinking at a national level on the content and methods of teacher education. There must be some organization which can do for teacher education what the British Schools Council does for schools. The Schools Council does not exist to impose a new curriculum on the schools, but to provide a supporting service for the teacher in answer to the demands for an increased rate of progress : to identify and make known successful practice, to facilitate experiment, to devise and disseminate appropriate teaching materials.

In my opinion it would be quite practicable for any Education Ministry to make the three following moves. The first would be to fund the building up of a bank of independent-study materials and a consultancy service for the colleges of education with a built-in requirement for systematic case studies. The second would be to fund a Research Services Unit in order to encourage the inauguration and evaluation of fresh courses. The third would be to design a blueprint for a Teacher Education Development Council. These are not extravagantly ambitious schemes ; they would provide a machinery for developing teacher education in those directions which appropriate testing and discrimination indicated to be profitable.

371.13 : 37.014.3

K.G. COLLIER, Principal of Bede College, Durham

PART TWO/DEUXIEME PARTIE

BELGIQUE : DECLARATION GOUVERNEMENTALE SUR L'EDUCATION NATIONALE

Dans le gouvernement formé fin janvier 1973, M. Michel TOUSSAINT a pris la direction du Ministère de l'Education nationale (française) et M. Willy CALEWAERT celle du Ministère de l'Education nationale (néerlandaise). Nous reproduisons ci-dessous quelques extraits d'une déclaration gouvernementale sur la politique éducative.

Notre pays consacrera plus de 85 milliards à l'Education nationale en 1973. Des dépenses aussi importantes exigent toutefois des garanties maximales en matière d'utilisation rationnelle. En outre, la crainte est réelle que bientôt la communauté ne pourra plus supporter longtemps des coûts sans cesse croissants.

Les divers réseaux - /l'enseignement neutre et l'enseignement engagé (enseignement catholique)/ - devront se soumettre à un contrôle plus sévère, à une rationalisation stricte et à une programmation impérative. Une coordination devrait s'opérer pour les initiatives en matière d'organisation d'enseignement, d'activités socio-culturelles et sportives, d'activités post- et parascolaires. Il faut également examiner sous quelles conditions on peut passer à la création d'un institut national de pédagogie, de centres pédagogiques régionaux et d'autres organes de concertation et de coopération.

Tant pour des raisons budgétaires que pour d'autres raisons qui caractérisent notre époque, il faut encourager fortement les expériences d'écoles communautaires à caractère partiellement ou entièrement pluraliste entre les différents réseaux d'enseignement. En tout état de cause, le libre choix des parents doit être garanti,

bien que l'école communautaire pluraliste se propose d'accueillir garçons et filles de tous les milieux philosophiques et de toutes les tendances d'une région déterminée.

L'efficacité de l'examen de maturité actuel est contestée par tous. Une commission d'étude mixte université-enseignement secondaire sera créée à ce sujet. Elle devra faire au gouvernement une proposition relative aux nouvelles conditions d'admission à l'université, avant le 1er janvier 1974. Celles-ci seront appliquées dès l'année académique 1975-76.

Un effort particulier sera entrepris pour déconcentrer les services de l'administration centrale de l'Education nationale. Des services provinciaux polyvalents seront créés à cette fin.

Chaque année au mois de mai, le gouvernement publiera, à l'usage des parlementaires, un rapport circonstancié en ce qui concerne l'enseignement de l'Etat, où d'une part les résultats de la rénovation seront expliqués et où d'autre part les initiatives pour l'année scolaire suivante seront circonscrites. Ce rapport contiendra entre autres un commentaire des instituts pédagogiques des universités de l'Etat et des services d'inspection compétents.

Progressivement, une compétence plus grande sera attribuée à la gestion associative, qui sera généralisée graduellement, afin que toutes les couches concernées soient associées à la gestion des établissements scolaires. Les organes en question seront composés de façon équilibrée et suffisamment diversifiée afin d'assister la direction responsable.

La formation permanente, un processus de formation continu et conscient se composant - de façon équilibrée - d'éléments de formation générale et d'éléments axés sur la profession, sera incorporée dans la politique générale de l'enseignement. La coordination nécessaire des initiatives sera assurée. L'étude concernant l'organisation d'une "université ouverte" sera poursuivie.

37.014 (493) Journal de la Fédération Générale du Personnel Enseignants, N°3, mars 1973; B.M.

BELGIQUE : RENOVATION DE L'ENSEIGNEMENT PRIMAIRE

Depuis un an et demi, une centaine d'écoles primaires communales et d'établissements de l'Etat sont engagés dans une expérience de réforme fondée notamment sur le principe du mi-temps pédagogique (cours classique le matin, activités sportives, culturelles et sociales l'après-midi). Le Ministère de l'Education nationale (française) vient de publier un document sur la philosophie qui se dégage de l'entreprise et qui devrait à l'avenir inspirer une réforme générale de l'école primaire, s'ajoutant ainsi à la rénovation de l'enseignement secondaire en cours depuis 1969 dans la partie francophone.

Les idées de base exposées dans le document sont à l'opposé des principes de l'école primaire traditionnelle : au lieu de forcer les élèves à emmagasiner une série de matières de base, les maîtres devront désormais susciter chez les enfants la créativité, la liberté, la responsabilité, la disponibilité. L'instituteur devient dès lors un animateur, un "éveilleur", un chef d'équipe et le document insiste sur la concertation nécessaire entre les différents maîtres d'une même école et, d'autre part, entre l'école et les parents.

Le document se résume à trois idées directrices :

- L'enseignement doit être axé sur l'enfant, partir de ses centres d'intérêt, s'adapter au rythme propre à chaque élève, à son développement personnel, bref, être individualisé au maximum.
- L'école primaire doit s'adapter à un monde qui évolue, ce qui suppose une grande souplesse puisque comme le précise le texte : "l'environnement est une réalité mouvante dans laquelle chacun est impliqué et sur laquelle chacun peut agir".
- Troisième grande orientation : fondée sur une pédagogie du succès, l'école primaire devrait assurer la promotion de tous les enfants. Un de ses objectifs fondamentaux, d'après le texte, est donc de compenser les handicaps socio-culturels et affectifs, d'atténuer les déficiences physiques.

A côté de l'acquisition par l'enfant d'un équilibre affectif durable, du sens moral, esthétique, social, le document définit ainsi les principaux rôles de l'école primaire : "faire construire les outils du travail intellectuel en les mettant dès l'abord au service de la communication et de la coopération ; ouvrir à la culture générale et aux richesses de l'école parallèle, préparer la poursuite d'études secondaires longues pour le plus grand nombre d'élèves. "

Dans le programme d'enseignement, que l'on peut dresser à partir de ces principes, la langue maternelle se taille la part du lion. Son apprentissage mérite la première place notamment comme condition de tous les autres apprentissages.

Une grande part est également réservée à l'éducation mathématique. Ces deux domaines correspondent selon le document à des "qualifications normalisées" indispensables à chacun dans la vie en société. A cela s'ajoute des qualifications orientées vers les sciences et les problèmes de la vie. L'éducation sexuelle et l'éducation routière figurent au rang des matières détaillées.

Des programmes provisoires d'enseignement du français, de la mathématique, de la seconde langue, de l'éducation civique et sociale, etc. ont déjà été publiés pour les établissements engagés dans la réforme. D'autres sont en préparation.

Dans tous ces domaines, le contrôle des élèves devrait, selon le document, se faire moins en fonction des connaissances encyclopédiques assimilées que des progrès généraux dans la maîtrise des données, les mécanismes de réflexion.

373.31 (493) Le Soir, 15/16-IV-1973 ; A.A.

DENMARK : PROTESTS AGAINST INCREASING THE TEACHER'S WORK LOAD

In the course of the quasi-general strike at the end of March and the beginning of April, the education sector saw strikes and protest marches by thousands of university and secondary school students backing up their teachers' protests against the new economising measures which have been announced for the 1973-74 academic year. The education budget is to be reduced by some 600 million Danish kroner, principally by means of a reduction in the length of lessons which will henceforth last only 45 minutes rather than 50 minutes in both the elementary school and the upper secondary school. This five-minute reduction, far from benefiting the teachers, will in fact make it necessary for them to give three additional lessons per week, since the teachers' working hours are not being correspondingly reduced, any more than their salaries are being increased. At university level teachers will now have to spend 50 % of their time in teaching and 40 % on research, as opposed to the 45 % previously devoted to each.

The Danish Teachers' Federation is protesting vigourously against this new ministerial policy, on the grounds that three additional lessons per week presupposes an increase in the time spent preparing lessons, and will also entail difficulties in the actual teaching. At present a teacher gives 27 lessons per week, each lasting 50 minutes, a total of 1350 minutes per week. From 1st August 1973 till 1st December 1974 a teacher will have to give 30 lessons per week, each lasting 45 minutes, a total again of 1350 minutes per week. It is only in 1975 that the number of lessons he is required to give will be reduced to 28 a week, a total of 1260 minutes.

Contrary to what has become, at least in the opinion of the Teachers' Federation, the accepted practice, the Governement is alleged to have consulted only the political parties and failed to avail themselves of the opinions either of the teachers or the municipalities.

Two other effects of the new ministerial proposals which have aroused opposition from the teachers are the planned reduction of the salaries of non-qualified supply teachers ; and, as a result of the increase in the number of lessons, the elimination of the extra lessons formerly given by the teachers and remunerated accordingly.

371.12 : 371.214 (489) Berlingske Tidende.April 1973; Folkeskolen,2-IV-1973 ; JJ ; PL

FRANCE : IMPOSITION DE REFORMES ET RECRUDESCENCE DE LA CONTESTATION

La nouvelle secousse qui a bouleversé l'enseignement secondaire au cours des deux derniers mois a atteint, sinon dépassé, l'ampleur de celle de mai 1968. Des centaines de milliers de jeunes, lycéens, apprentis, étudiants, sont descendus dans la rue et se sont affrontés, parfois avec violence, aux forces de l'ordre ; des centaines d'établissements, paralysés par la grève ont été fermés à Paris et en province et l'agitation a gagné peu à peu les établissements techniques et l'université. Des élèves ont tenté, par des "contrecours" (faits par des élèves plus âgés à des élèves plus jeunes) d'imaginer de nouvelles formes d'éducation ou d'auto-éducation. Cependant, avec l'arrivée des vacances de Pâques, l'agitation s'est apaisée et un certain calme semble s'être instauré dès à présent.

Le détonateur de la crise fut la loi Debré abolissant les sursis pour les étudiants. Cette loi, approuvée en juin 1970 par 439 voix contre une et trois abstentions (les députés communistes n'ayant pas pris part au vote) avait été préparée par la commission armées-jeunesse où siègent des militaires de métier et des représentants des mouvements de jeunesse. A la suite des manifestations récentes, les organisations de jeunes, d'enseignants ou de parents, des partis politiques et des syndicats ont appuyé les revendications des lycéens et demandé des modifications à la réglementation du service national. Tous n'ont cependant pas le même point de vue : certains demandent le rétablissement pur et simple des sursis pour les étudiants, d'autres souhaitent que la possibilité d'obtenir un sursis jusqu'à vingt cinq ans soit étendu à tous les jeunes, y compris les travailleurs.

Cette situation d'agitation et de troubles a conduit le gouvernement à prendre des mesures de fermeté. M. FONTANET, ministre de l'Education nationale, a notamment déclaré : "Il faut assurer le calme dans les lycées et les universités, protéger les libertés universitaires contre les agressions ou provocations menées de l'extérieur et ne pas tolérer les occupations illégales de bâtiments affectés au service public". Il s'adresse non seulement aux élèves mais aussi aux administrateurs, aux enseignants et aux parents et menace de retirer les bourses et les allocations familiales aux familles dans le cas où les grévistes sont soumis à la scolarité obligatoire. Aux professeurs, le ministre rappelle leurs obligations de service, même si leur auditoire est réduit. Enfin, il indique que "l'examen des adaptations à apporter au nouveau régime d'appel des étudiants sous les drapeaux sera entrepris de façon à permettre l'exercice du rôle du Parlement et de la concertation avec les groupes intéressés". Il est du reste prévu qu'un projet aménageant la loi sur les sursis sera soumis au Parlement avant la fin de mai.

"Il est évident, écrit F. Gaussen dans Le Monde, que le problème des sursis a été bien vite dépassé et que, une fois de plus, c'est l'univers triste et souvent absurde du lycée qui est dénoncé : la peur de la sélection et l'absence de motivation qui empêche d'en surmonter l'obstacle, l'impression de sacrifier à une routine incompréhensible, le sentiment que la vraie vie est ailleurs, que rien n'a d'intérêt : en bref, une anorexie intellectuelle généralisée". Depuis quatre ans les mises en garde et les appels au changement n'ont pas manqué, notamment ceux de la Commission des sages affirmant que "le malaise actuel n'est pas un trouble éphémère qui aurait chance de se dissiper de lui-même ou qui relèverait de remèdes mineurs". Cette commission a fait des propositions, le ministre de l'Education nationale en a retenu quelques-une (cf. News-Letter/Faits Nouveaux N° 3/72 et 1/73), mais était-ce suffisant ? Ces mesures ne sont-elles pas hors de rapport avec l'ampleur de la crise ? "On parle depuis deux ans d'une réforme du second cycle, poursuit Gaussen. Cependant rien n'a pratiquement été fait pour aérer les programmes, pour ouvrir l'école sur la vie ou rompre cette atmosphère de garderie et de bachotage. Le premier soin du ministre devra être d'annoncer la fin officielle de notre système secondaire napoléonien et la mise en chantier d'une école nouvelle, plus ouverte, plus vivante, plus diversifiée, plus proche des élèves si l'on veut que la démocratisation de l'enseignement ait un sens".

Le gouvernement a dû également faire face à l'agitation des étudiants qui s'élevaient contre la réforme du premier cycle des enseignements supérieurs et la création du diplôme d'études universitaires générales (DEUG). Ce nouveau diplôme doit sanctionner la fin des deux premières années d'études universitaires et se substituer au diplôme universitaire d'études littéraires (DUEL), au diplôme universitaire d'études scientifiques (DUES), au diplôme d'études juridiques générales, et au diplôme d'études économiques générales. La mise en place de ce diplôme ne se borne pas à répondre aux prescriptions de la loi d'orientation, elle résulte

également de la prise de conscience des difficultés ressenties par les universitaires et par les étudiants. D'autre part, elle cherche à apaiser l'actuel malaise du premier cycle, malaise lié à la rigidité des filières et à l'inefficacité de certaines formations supérieures.

L'arrêté ministériel qui a créé ce nouveau diplôme en mars dernier, prévoit que l'admission aux enseignements de premier cycle reste subordonnée soit à la possession du baccalauréat du second degré ou d'un diplôme équivalent, soit au succès à un examen spécial d'entrée. Conformément aux prescriptions de la loi d'orientation, les universités peuvent organiser un stage d'orientation destiné à vérifier les aptitudes des nouveaux inscrits, et à l'issue duquel les étudiants confirment ou modifient leur inscription. Le déroulement des enseignements est réparti sur deux années d'études qui doivent être équilibrées (entre 40 et 60 % de la durée horaire totale des études pour la première année). Le contenu des cours doit répondre au même souci d'équilibre et les disciplines étudiées s'ordonnent autour de sept filières auxquelles correspondent autant de mentions de DEUG (DEUG de droit, sciences économiques, sciences humaines, lettres, sciences, mathématiques appliquées et sciences sociales, administration économique et sociale).

Toutes les filières impliquent une formation pluridisciplinaire fondée sur trois types de matières : les disciplines dominantes, obligatoirement étudiées (40 à 70 % de l'horaire) ; les disciplines optionnelles, librement choisies et réparties par le Conseil de l'université sur proposition des conseils d'Unités d'enseignement et de recherche (5 à 35 % de l'horaire) ; enfin les disciplines libres dont le choix reste à la seule initiative de l'étudiant (10 à 20 % de l'horaire). Dans toutes les filières, une place est réservée à l'étude des langues vivantes. Le nouveau système doit entrer en vigueur à la rentrée 1973.

Les DEUG ont, avec les diplômes actuels, des différences importantes : ils sont davantage pluridisciplinaires, devant permettre soit de poursuivre des études dans un second cycle ou sous une autre forme, soit de trouver un emploi pour ceux qui ne veulent pas faire plus de deux années d'études. C'est ce dernier aspect qui a mis les étudiants en révolte. En fait, ont-ils dit, on veut inciter (la loi sur le service militaire aidant) les étudiants à abandonner leurs études après deux ans, donc limiter l'accès au second cycle, bref, on veut sélectionner et éliminer.

Le directeur des enseignements supérieurs, M. LE BRIS, a expliqué que le DEUG permettra au contraire à un nombre important d'étudiants qui sont actuellement éliminés du système parce qu'ils ne terminent pas leurs études, d'avoir un diplôme permettant de trouver un emploi. Quant à ceux qui voudront continuer leurs études, ils pourront s'inscrire à une licence ou une maîtrise. En revanche, on ne pourra pas avec n'importe quel DEUG s'inscrire pour n'importe quelle licence. Ce sont les universités qui détermineront quelle est la meilleure préparation de premier cycle pour chaque formation de second cycle. M. LE BRIS n'a pas nié qu'il serait souhaitable que les titulaires d'un DEUG trouvent un emploi et partent travailler. Selon lui, c'est même précisément la formule d'avenir. Son hypothèse est en effet que, de plus en plus, le système actuel d'études initiales longues et conduisant à des diplômes définitifs sera remplacé par des formules plus souples d'alternance entre périodes d'études et périodes de travail. "Les relations entre l'université et le travail doivent être profondément transformées, c'est ce changement que nous préparons", a-t-il affirmé.

En attendant la réalisation de ces perspectives, la situation est assez tendue : certaines universités sont paralysées, des voix s'élèvent de tous côtés pour demander l'ajournement de la réforme. Jusqu'à présent presque toutes les universités ont demandé au ministère à être habilitées à délivrer les nouveaux DEUG. Mais il se pourrait que certaines d'entre-elles mettent l'étiquette du DEUG sur les formes traditionnelles presque sans aucun changement. Pour le moment, le ministère n'envisage pas d'exercer un contrôle trop sévère pour évaluer le degré d'innovation des nouvelles formations. Cependant M. LE BRIS a souligné que l'habilitation pourrait être retirée aux universités qui n'appliqueraient pas la réforme. Celles-ci auraient alors le choix entre jouer le jeu de la réforme ou continuer comme auparavant, mais leurs diplômes ne seraient plus "nationaux" ce qui, dans l'état actuel des choses est une arme absolue.

A quelques jours des examens dans les facultés et à un mois dans le secondaire, comment se présente la situation actuelle dans les établissements scolaires ? Bien sûr, le calme semble revenu. Mais si presque tous les établissements secondaires tant à Paris qu'en province ont retrouvé un aspect à peu près normal, il ne semble pas en être de même dans toutes les universités où le taux d'absentéisme est élevé et où la grève est encore effective dans plusieurs villes de province.

371.899.2:37.014.3(44) L'Education, 5-IV-1973; Le Monde, 24/30-IV-1973; C.P.

FRANCE : LIBERATION DE 10 % DES HORAIRES DANS L'ENSEIGNEMENT SECONDAIRE

M. Joseph FONTANET, ministre de l'Education nationale, vient de préciser les modalités, selon lesquelles les établissements du second degré pourront utiliser librement 10 % des horaires scolaires (cf. News-Letter/ Faits Nouveaux 1/73). "Cette mesure vise à assouplir l'organisation de l'enseignement et doit aussi contribuer à développer la vie des communautés scolaires en permettant une participation plus directe des intéressés à la définition et à la poursuite d'objectifs pédagogiques adaptés aux conditions de l'établissement et de la population scolaire".

Les projets seront établis sous la responsabilité pédagogique de l'administration de l'établissement et des professeurs, après consultation des élèves délégués ainsi que de toutes personnes concernées par les mesures envisagées, et seront présentés pour avis au conseil d'administration.

Un arrêté doit prochainement déterminer, dans les disciplines et les classes où ils sont nécessaires, les allègements de programme qui permettront de consacrer intégralement ce capital horaire à des activités originales. Celui-ci ne devra pas être considéré comme la propriété exclusive de chaque discipline, mais représentera un contingent global. Il devra, sous la responsabilité du chef d'établissement, être utilisé en priorité pour des activités mettant l'accent sur le travail d'équipe des professeurs.

Dans ce but, les structures habituelles - divisions ou classes - pourront être modifiées. Le contingent global pourra être utilisé, par exemple, pour le développement du travail indépendant, pour la documentation ou d'autres activités éducatives liées à l'enseignement et qui impliquent un contact extérieur à l'établissement, telles que stages, excursions, activités théâtrales. Les activités de type socio-éducatif ne sont pas considérées comme entrant dans la définition des 10 %. L'accent mis sur la convergence des disciplines est intentionnel : il privilégie le décloisonnement. Inversement, l'adption d'un thème d'ensemble commun à toutes les disciplines est déconseillée, car artificielle.

La circulaire prendra effet à la rentrée de septembre 1973 dans les établissements de premier cycle et de second cycle long (sauf pour les enseignements professionnels). Dans les établissements de second cycle court (collèges d'enseignement technique et établissements assimilés) cette mesure s'appliquera en principe. Toutefois, "compte tenu des réductions d'horaires déjà envisagées et des difficultés que peut comporter leur réalisation, la circulaire ne concerne, pour l'année 1973-1974, que les établissements engagés dans l'expérience du contrôle continu des connaissances."

371.38 : 373.5 (44) Bulletin officiel de l'Education nationale, N° 14, 5-IV-1973 ; C.P.

FRANCE : NOUVELLES BREVES

Education préscolaire. Pour permettre la scolarisation de tous les enfants de deux à six ans dans un délai de cinq ans, Mme PLOUX, Secrétaire d'Etat à l'Education nationale, chargée de l'enseignement préscolaire, propose trois expériences : création d'écoles maternelles ambulantes dans des caravanes qui sillonneraient les régions à habitat dispersé ; ouverture d'écoles confiées à des mères de famille dans les hameaux des régions montagneuses et enneigées ; regroupement des enfants d'un secteur dans les écoles vides.

373.23 (44)

Education physique et artistique. Une nouvelle catégorie de professeurs va apparaître d'ici trois ans dans les établissements de premier cycle secondaire : des professeurs d'enseignement général de collège (P.E.G.C.) enseignant à la fois l'éducation physique et une discipline intellectuelle (français, mathématique ou sciences naturelles) et des P.E.G.C. enseignant à la fois les arts plastiques ou l'éducation musicale et une discipline intellectuelle (français ou mathématiques). Ces professeurs bivalents seront formés en trois ans comme tous les autres P.E.G.C. et les premiers élèves-professeurs seront recrutés à la rentrée 1973.

37.036 + 372.879.6 (44) Le Monde, 2-V ; 24-IV-1973 ; C.P.

REPUBLIQUE FEDERALE D'ALLEMAGNE : LES ECOLES DE HAMBOURG VONT ETRE COGEREES

Après deux ans de vives discussions, le Sénat de Hambourg vient d'adopter une nouvelle loi scolaire qui introduit la cogestion tripartite - maîtres, parents, élèves - dans les écoles. La loi a été votée par la majorité libérale et sociale-démocrate du Land de Hambourg, malgré l'opposition de la démocratie chrétienne, qui admet mal que les élèves puissent être appelés à dire leur mot sur la vie de l'école. Cette formule introduit deux nouveautés essentielles. Elle prévoit la nomination, pour dix ans seulement, des directeurs d'établissements, qui jusqu'alors étaient désignés à vie, et elle crée dans les établissements une "conférence scolaire" tripartite, comprenant des élèves à partir de la septième classe (treize ans), habilitée à décider de toutes les questions concernant l'école.

C'est la procédure prévue pour la nomination des directeurs qui a soulevé l'opposition la plus vive. A partir du 1er août prochain, les postes vacants seront pourvus de la manière suivante : les offres de service devront être adressées à une commission composée d'un représentant des autorités scolaires de Hambourg, d'un directeur d'établissement, d'un maître de l'école concernée, d'un membre de la conférence scolaire et d'un représentant du personnel de l'école. Cette commission pourra alors proposer un ou deux candidats à la conférence des maîtres qui nommera le directeur, à titre provisoire, pendant deux ans. Après cette période probatoire, la conférence scolaire tripartite élira le directeur pour dix ans. Si la conférence refuse cette candidature, un nouveau directeur devra être trouvé.

Mais la conférence scolaire devra aussi déterminer les emplois du temps, décider l'introduction dans l'école de nouvelles méthodes pédagogiques, et le directeur devra la consulter avant d'utiliser le budget de son établissement.

Une législation analogue existe également dans d'autres Länder, par exemple à Berlin-Ouest, dans la Hesse et dans le Nord-Rhin-Wesphalie. Néanmoins les droits de cogestion conférés aux représentants des parents et des élèves n'y sont pas aussi importants qu'à Hambourg où la nouvelle loi a été acclamée par le parti social-démocrate comme étant la plus progressiste en Allemagne. "Pour la première fois dans l'histoire de l'école allemande l'égalité des droits de trois groupes : enseignants, parents et élèves, est reconnue".

Toutefois, une opposition à l'égard de cette loi s'est fait jour, à droite ainsi qu'à gauche. Les groupements conservateurs et surtout l'association des enseignants du lycée craignent que cette législation ne mène à la politisation radicale de l'école. Le Syndicat Education-Science, de tendance gauchiste, trouve que la loi ne touche pas la question essentielle qui est celle de la cogestion du budget de l'établissement : seule une telle cogestion pourrait garantir l'autonomie pédagogique et démocratique de l'école.

371.113.4 (430) Le Monde, 13-IV-1973; Frankfurter Allgemeine Zeitung, 12-IV-1973; v. M.

FEDERAL REPUBLIC OF GERMANY : STUDENT ADMISSION AND STUDY REFORM

The two main problems in the field of post-secondary education which preoccupy public opinion are the growing number of upper secondary school leavers (Abiturienten) who cannot find a place at the universities and the endlessly debated, but still unsolved, questions of study reform which are the hard core of post-secondary reorganisation. Both problems are of course inter-related : a reformed system of post-secondary education which would offer a greater variety of short-cycle and long-cycle graduate and post-graduate studies could accommodate a greater number of students.

The convention on admission to higher education (cf. News-Letter 5/72) which the Länder concluded in October 1972, has been ratified by most of the eleven Länder parliaments. It is to be expected that the ratification procedure will be completed by early summer 1973. However, the practical application of the convention will have to wait until 1974, as the corresponding application decrees have yet to be issued by the Länder governements. Model decrees are at present being elaborated by the Standing Conference of the Länder Ministers of Education and the high technicality of these matters exasperates even the experts who have to determine in detail the uniform criteria for admission of students to numerus clausus subjects on

the basis of their Abitur marks and the uniform procedure for the assessment of available study places by the universities.

The whole approach has therefore come under growing criticism. The Federal Minister of Education and Science, Mr. K. von DOHNANYI, has repeatedly advocated the introduction by Federal legislation of a university entrance examination which would be independent of the school leaving examination, the Abitur. The Bavarian Minister of Education, Professor H. MAIER, on the other hand, recommended that the Abitur be made uniform. In all Länder, the Abitur examination should be centrally administered and binding national rules for content, level and marking should be developed. The marking should be based on a uniform point system, the framework for which has already been created by the Länder agreement on the reform of upper secondary education of July 1972 (cf. News-Letter 4/72). Furthermore, the intake of secondary schools leading to higher education should correspond more closely to the intake capacity of the universities and colleges.

At the same time, much more radical proposals have been put forward by leading educationists like F. EDDING, G. PICHT and Frau H. HAMM-BRUECHER. These proposals, however different in detail, are based on the concept of recurrent education i.e. an alternation between periods of study and periods of work. Study would be organised in the framework of a units-credits system so that the credits obtained could be transferred from one study period to the other. Students would be admitted after some years of vocational experience. Courses would be more diversified as to content and level than at present and would be decentralised. Thus upper secondary, higher and adult education would in a long-term perspective merge into a new system of life-long post-compulsory education within which the student would move from work to college and back, and choose his study programme according to his individual needs.

Whatever the final criteria and procedures for student admission will be, the underlying problem is the study reform, the development of new curricula, syllabi and study programmes for the whole field of post-secondary education. Public opinion is getting increasingly impatient with the universities' failure to achieve and implement nation-wide agreements on study reform and is therefore demanding that the State intervene and see this matter through. This general verdict is of course unfair : many individual departments and faculties have introduced interesting new study programmes and the work of the tripartie committees of professors, assistants and students, although exceedingly time-consuming, has yielded valuable insight and initiative in many study subjects. On the other hand, it is undeniable that the overstressed academic autonomy of institutes and chairs and the incredibly clumsy machinery of the national boards of faculties (Fakultätentage) has so far impeded any effective study reform on the national scale. Furthermore, the traditional concept that university studies should be research based and research oriented and lead to a complete mastery of an academic subject has prevented the development of distinct graduate and post-graduate studies : the first degree takes too long to obtain and overqualifies those who want to be practioners.

In this situation the Länder Governments, who maintain all educational establishments and have to bear some 90 per cent of all educational expenditure, had to take the initiative. In April Hamburg issued a decree which gives guidelines for all study courses and examinations at the university and colleges of the city. Its main objective is to shorten the duration of studies, as every student who oversteps the normal duration occupies a place which could be used for a freshman. The decree authorises the academic bodies to give binding guidance on the courses still to be taken and on the date of the examination to every student who has exceeded the normal duration of studies in his or her subject. Study guidance is also made compulsory for all students in the first year. The decree furthermore encourages the university and the colleges to introduce new experimental study courses. This decree is the modified version of a more rigid draft which was proposed by the Social Democratic Party and which stipulated a maximum duration of studies for each subject with the effect that a student having overstepped this period would have been excluded from further study. This rigid version, however, was vigorously opposed by the students.

The Education Ministry of Baden-Württemberg, where the Christian-Democratic Party forms the government, also published in April a draft Bill on higher education reform which deals mainly with study reform. The Bill proposes the creation of study reform committees at the Land level composed of representatives of the State and of the universities and colleges, and of experts from professional associations and industry. The academic and the State representatives have an equal number of votes. The recommendations issued by these

study reform committees are to be taken into consideration by the universities and colleges and any study course or examination which is not in conformity with such recommendations has to be altered at the request of the Education Ministry.

The Bill also stipulates that each study course must provide for an intermediate examination and that the first degree must be taken within the normal period of study duration. A student who has exceeded this period can be granted a further year to sit the examination but he has to leave if he then fails.

Furthermore, the Bill provides that professors must have the majority of seats in all academic bodies and that decisions on matters of research, academic staff, doctoral degrees and examinations can only be taken by those members who themselves possess the corresponding qualifications. The Bill also increases the disciplinary power of the Vice-Chancellor and the State control over the administration of higher education institutions.

The draft Bill has been strongly attacked by the student associations and the attitude of the academic bodies and institutions towards the Bill is divided between a lukewarm approval and an outright refusal.

How controversial these issues are has been further underlined by the fact that the National Association of Assistants has recently published, without authorisation, drafts which are at present being elaborated by the Standing Conference of the Ministers of Education of the Länder. These drafts concern the preparation of conventions between the eleven Länder on study reform and examinations in higher education. The conventions would authorise the Länder to create a national commission composed of seven representatives of the Länder governments, seven academic representatives (four professors, one assistant and two students) and two consultative members representing the Federal Government. This commission would define the terms of reference of national commissions for each study field. The recommendations of these commissions could be declared to be binding on all higher education institutions in a given Land by the Land Minister concerned.

The Assistants' Association has stated that these conventions, if concluded, would "abolish academic freedom and research based study once and for all". The first reaction from the Federal Ministry of Education and Science has been a word of warning against excessive State control over these matters.

378.141.224 : 37.014.3 (430) Akademischer Dienst, 18-IV-1973 ; v.M.

FEDERAL REPUBLIC OF GERMANY : THE FINANCING OF INITIAL AND FURTHER TRAINING

On the basis of a Bundestag resolution of October 1971, an independent committee of experts, under the chairmanship of the educational economist, Professor Friedrich EDDING, has begun a comprehensive investigation into the costs and financing of vocational training. Although the investigation has not yet been completed, the Committee has recently presented an interim report which aroused great interest : the principles and alternatives discussed in the report may have a bearing on the whole field of post-compulsory and recurrent education.

The results contained in the interim report are based on case studies which were carried out in the following sectors - industry, trade, banking and craft. It was revealed that the cost of vocational training varies considerably from enterprise to enterprise. The gross cost per trainee for the whole, usually, three-year period of training, lies between DM 4,000 and 35,000 (not taking into account capital investment for machinery, buildings etc.). Only in one third of the cases were receipts from trainees' work higher than the training costs. For two thirds of the enterprises, vocational training meant considerable industrial investment. The need to improve standards would lead to further cost increases and thus - in the Committee's view - to numerous enterprises abandoning vocational training. The Committee thus arrives at the conclusion that the traditional principle of enterprises being solely responsible for supplying training funds is no longer tenable.

A collective fund for vocational training ?

Instead, the Committee suggests a "collective financing system", a vocational training fund, to which the participants make contributions and from which the enterprises providing training receive the necessary

finance according to an allocation scale. This recommendation is the result of complicated educational and economic considerations. The Committee has put forward for discussion the possible sources of this collective financing, namely, via

- the public purse,
- a levy on the enterprises
- a levy paid by employees,
- employers' and employees' contributions (as in the case of compulsory social insurance).

Financing from the public purse must be disregarded in the Committee's opinion, partly due to the high cost (it would bring in its wake an unavoidable increase in taxes), and also partly because it would lead to an unnecessary delay in the development of the vocational training system and, finally, because "tendencies would thus be promoted to place all vocational training under state control".

In the case of the remaining possibilities, the pros and cons must be weighed up in a dispassionate manner. One of the arguments raised against a levy on enterprises on the basis of wages and salaries is, for example, that it would probably be possible to transfer this burden almost entirely to prices, so that, in the long run, the cost would be borne by the consumers. Obvious considerations speak against a levy paid by employees alone and also the assumption "that the economy's common interest in qualified training and further training will be intensified when the enterprises have to foot the bill".

At least as far as further training is concerned, the best solution seems to be to raise funds both from the employers and the employees, since further training reduces the unemployment risk and would result in a reduction in unemployment insurance. The following alternatives would have to be considered :

- combining the funds for initial training and further training in one levy either by means of contributions from employers and from employees or via a scaled payment by the enterprises alone, or
- allowing initial training to be financed as hitherto by the enterprises but further training to be financed via contributions by employees and employers.

Administration and allocation of funds

Several possible ways of administrating and organizing the fund are put forward for discussion. "Compulsory accrediting" is suggested as a prerequisite for the payment of funds to those responsible for training, i.e. the enterprises providing training would be subject to a licensing procedure which would ensure minimum standards for vocational training, standards which would be raised progressively.

Alternative recommendations are also made for the allocation of funds, as follows :

- indirect awards in the form of training vouchers which are handed in to the training enterprise by the trainee and which represent for it a claim on the fund ;
- or a direct payment by means of reimbursing the training enterprise for the cost of training whereby higher qualitative attainments are rewarded by increased payments.

Implications for economic growth

Perhaps certain warnings given by the Committee should not go unheeded concerning the overall economic consequences of far reaching reforms in initial and further vocational training. The Committee believes that, if the cost of improvements to vocational training are met completely by various private investments, economic growth will be unavoidably restricted. If more economic growth and improved vocational training are desired simultaneously, then increased allocations of funds for training will be paid for by the consumer. This would mean that "in the long run, the mass of employees with relatively low incomes would bear the cost of a higher standard of vocational training". Realistically, the Committee does not anticipate a voluntary relinquishment of consumer goods.

Should a "slowing down of economic growth or a permanent drop in the growth rate" therefore be accepted? The Committee intends to examine these alternatives more precisely using an economic model as a basis.

37.014.543 : 377 + 374.7 (430) Bildung und Wissenschaft, N. 3-73 (e) ; v.M.

IRELAND : EDUCATIONAL POLICIES OF THE NEW GOVERNMENT

Mr. Richard BURKE, the Minister for Education in the new government formed in mid March, has recently made a series of important announcements concerning the educational policy of the government.

The Irish language : Post-primary pupils will no longer need to achieve a pass in Irish to obtain an Intermediate or a Leaving Certificate. However, Irish is to remain a compulsory subject in the curriculum of all primary and post-primary schools for the purposes of capitation grants from the Department of Education, and the system of awarding bonus marks for answering through Irish in State examination is to continue. Mr. BURKE said that the government was keenly aware that the necessity to pass Irish in order to obtain an Intermediate or a Leaving Certificate was one of the principal factors in the antagonism towards the language felt by some parents and pupils. However, the government was equally aware of the national support for the language, of the desirability that its study and use at all levels of schooling should continue, and of the right of every child to have an opportunity of using and learning the language within the formal education system.

Teacher training : A three-year course is to be introduced in all teacher training colleges from September 1974. The present course is of two years' duration. Mr. BURKE indicated that he supported the long-standing demand by the Irish National Teachers' Organisation for full degree qualifications for all teachers.

Teacher-pupil ratio : A new scheme, which it is intended to introduce on 1 July 1973, will be of particular benefit in urban areas and will apply to schools with nine or more teachers. The previous ratio of 340 pupils to a nine-teacher school is to be reduced to 310, and the number of pupils required for the sanction of each additional teacher is to be reduced from 45 to 40.

Examinations board : The Minister revealed that plans were afoot to set up a new examinations board which would function independently of the Department of Education. The board would replace the present system under which examination papers are set by inspectors of the Department of Education. The inspectors would thus be freed to fulfil their true role of advisors and collaborators with the teachers in the schools.

37.014.3 (417) Irish Times, 25/26-IV-1973 ; W.F.B.

THE NETHERLANDS : ROLE OF THE POST-PRIMARY TEACHER UNDER SCRUTINY

According to a recent report * a post-primary teacher works on average just over 38 hours per week (including 2 1/2 hours of overtime). The survey, which was initiated by the former Minister of Education and Science, G. VERINGA, was conducted during the period March 1970 to February 1971 and covered 3,000 post-primary teachers. It was carried out by means of a written questionnaire which invited teachers to give their opinions concerning the nature, importance and difficulty of their job, and in addition the working day of 60 teachers was observed in detail.

The survey found that on average teachers devoted 67 % of their working time to teaching, lesson preparation, educational activities, examinations and marking, and 12 % of their time to furthering their knowledge and perfecting their skills. However, 17 % of the teachers in the survey devoted less than a half of their working week to teaching and more than a half to other school activities ; 61 % spent between a half and three quarters or more of their time on teaching and less than a quarter on other school activities. Sixty per cent of respondents would like to see their teaching hours reduced in number (at present 29 per week), it being suggested that for teachers dealing with pupils of the first cycle of post-primary education there should be 26/27 teaching hours, and for those concerned with the second cycle and vocational training 22/24 hours.

* Onderzoek naar de taak van de leraar in het voortgezet onderwijs, 's-Gravenhage, Staatsuitgeverij, 1973, 206 p.

Most of the teachers would like to see more time allocated to school activities other than teaching.

One third of the respondents considered that their job was onerous and one half that it was fairly onerous. The survey notes the subjective nature of this finding and suggests that the teacher's assessment of the difficulty of the role he has to fulfil is closely linked to his ability to adapt to new situations in particular to the changes in attitude amongst the pupils he has to teach.

Most teachers attach greater importance to their role as educators than to their role as dispensers of knowledge, and feel that teaching skill should count more than academic qualifications, though the latter are given more weight by teachers working with the older age groups.

Just over one fifth of the respondents declared that they would be reluctant to work in collaboration with colleagues.

Using the information provided by the questionnaire the survey concludes with an overview o. the teacher's present role and draws attention to areas of conflict. The overview points especially to the very heavy task the teacher has to accept if he is to fulfil his duties, the at times unequal distribution of work load amongst the various disciplines, the conflict experienced by teachers arising from a clash between their personal convictions and that which they are called upon to teach, and to the rigidity of the administrative structure. It is suggested that the structure of the teaching profession should be able to adapt itself constantly to the changes in the educational scene as a whole.

The teacher's role has become so complex that henceforth it will be impossible to avoid specialization. Until now there has generally been one type of specialization only - on the basis of subjects taught. Within his special subject the teacher has had to cope with a variety of tasks : curriculum planning, lesson preparation, verification of pupils' progress, individual tuition to pupils requiring special help, co-ordination with colleagues of the programmes of studies. It is suggested that each of these at present sub-roles should become the major concern of specialized staff.

The report also proposes that the present system whereby teachers are required to conform to fixed time schedules should be replaced by a more flexible system. The number of teachers per school would be calculated according to the number of pupils it contained, and it would be the school itself which fixed the work schedules according to a generally agreed model. Under such a system the teaching staff would become responsible for the life of the school as a whole.

Especially in view of the report's suggestion that more highly specialized teachers should be introduced into the schools, it is interesting to note that Mr. van VEEN, the then Minister of Education and Science, in early 1973 issued a circular calling upon teacher training establishments (including those in the private sector) to limit their student intake for the coming year to that of this year. According to the Minister, there is the danger that the ever increasing numbers entering teacher training establishments will lead shortly to an imbalance in the supply and demand situation. The teachers' association (ABOP) has reacted strongly against the circular saying that there will be an over supply of teachers only if the present education system remains unchanged. The ABOP points to the long-standing demand for a reduction in the maximum number of pupils per class, and it has expressed the fear that the present trend towards numerus clausus will lead to a loss of freedom for the individual to determine his own educational career. The association also points out that the Minister cannot impose an intake limit on private establishments, and this could result in future years in an increased proportion of teachers having had their training in religious establishments.

371.15 (492) Uitleg 323 ; de Volkskrant 21-III-1973 ; A.A.

NORWAY : PROPOSAL TO SPLIT THE EDUCATION MINISTRY

Parliament will shortly consider the Government's proposal to split the present Ministry of Education and Ecclesiastical Affairs. By the terms of this proposal one Minister would be responsible for Church affairs, the elementary schools (grunnskolen), the upper secondary schools (gymnasia), vocational training at

secondary level and adult education ; another Minister would take charge of higher education and research and cultural affairs.

Before the adoption of this scheme the Government considered a three-part division into Ministries for Education, Cultural Affairs, and Church Affairs ; however, the last two would have been excessively small. The idea of combining Church Affairs and Cultural Affairs in one Ministry was rejected on the grounds that it would have damaged the important administrative links which exist at present between the Church and schools.

Within the Ministry for Higher Education and Cultural Affairs one section would supervise, at the level of the Regional Colleges, higher technical studies, social studies, and the training of teachers. Another section would be responsible for universities, higher scientific schools, and other university level research centres. Furthermore the Government wishes to strengthen the administration of research on general or inter-Ministry questions. Thus a third section would act as a steering committee for research in Norway, and would supervise and publish research reports.

354.32 (481) Nordisk Kontakt 6/1973, 5-IV-1973 ; JJ ; PL

SUISSE : CONCEPT-CADRE POUR LA REFORME DES ETUDES

La Conférence universitaire suisse, qui est composée pour chaque canton universitaire du Chef du Département de l'instruction publique et d'un représentant de l'université du canton, vient de publier son rapport annuel 1972. Ce rapport fait l'état des travaux de la Conférence et de ses commissions.

La plus importante de ces commissions pour la réforme des études est celle qui a été constituée par la Conférence elle-même et par la Conférence des recteurs en 1971. Cette commission groupe des conseillers d'Etat, des professeurs et des étudiants. Elle a élaboré un concept-cadre qui a été adopté en 1972 par la Conférence universitaire en séance plénière aux termes d'une longue discussion. Depuis, la commission s'est attachée au travail délicat de préciser ce concept pour les différents domaines d'études. A cette fin, elle a constitué des groupes de réforme mixtes : pour la philologie moderne - ce qui touche à tous les problèmes de la formation du corps enseignant secondaire - pour le droit et la biologie. La commission espère recueillir les expériences nécessaires pour étendre cette forme d'activité à d'autres secteurs en constituant en principe deux nouveaux groupes par an.

Nous donnons ci-après des extraits du concept-cadre :

L'Université

L'enseignement et la formation universitaire s'acquièrent dans le cadre de la science par une étroite association de l'enseignement, de la recherche et des études.

Dans l'enseignement, l'acquisition d'un savoir positif doit céder le pas à la transmission de connaissances méthodologiques, qui doit être au centre des préoccupations.

A côté de l'enseignement, l'Université pratique la recherche scientifique, dont les résultats entraînent des innovations et des modifications dans tous les domaines de la vie sociale.

Le travail scientifique ne peut s'accomplir qu'à la condition que soient garanties la liberté de l'enseignement, celle des études et celle de la recherche.

Objectifs d'une réforme des études universitaires

Les objectifs d'une réforme des études sont :

En général : l'amélioration qualitative et quantitative des processus de l'enseignement en vue d'atteindre le but des études. Cela signifie la révision du contenu, des méthodes et des conditions des études en vue d'améliorer radicalement l'enseignement, l'étude et la recherche.

Dans les efforts visant à la réforme des études, l'accent sera d'abord mis sur les points suivants :

- Adapter les objectifs et les contenus spécifiques des études aux exigences des futures activités professionnelles, qui sont de plus en plus marquées par l'empreinte de la science. C'est à ce prix-là qu'on a quelque chance de rattraper la rapide transformation des conditions de vie techniques, sociales, économiques etc. dans les sociétés industrielles modernes et de pouvoir les mettre au service de l'homme.
- Prendre en considération, dans la plus large mesure, les intérêts, les motivations et les objectifs personnels de l'individu qui fait des études ; revoir l'enseignement et les études en s'inspirant des critères établis par la psychologie de l'étude ; créer des situations qui provoquent le développement de la personnalité propre à chaque individu.
- Prendre des mesures qui tiennent compte des changements survenus dans l'effectif des étudiants, dans sa composition, dans les conditions que ces étudiants remplissent et dans les espérances qui sont les leurs.

Voie de la réforme des études

Le modèle que nous proposons repose sur l'idée d'une réforme permanente, qui se fonde sur des recherches scientifiques menées parallèlement et dont elle tire sans cesse de nouvelles impulsions pour poursuivre la réforme.

Il va sans dire que l'adoption d'une réforme permanente ne doit entraîner aucune insécurité juridique pour les étudiants.

Dans la discussion sur les objectifs de l'enseignement universitaire et la réforme des études, on définira le cadre dans les limites duquel se poursuivra le travail sur le contenu. A la suite de quoi on concrétisera et diversifiera les travaux, compte tenu des données particulières et des objectifs spécifiques:

- aux différentes disciplines scientifiques,
- aux activités professionnelles ouvertes à ceux qui ont acquis une formation scientifique.

Les démarches qui permettront de mettre au point de nouveaux "cursus" (cours des études) se feront à plusieurs niveaux, mais non seulement une suite chronologique et linéaire :

1. Définition des objectifs des études ;
2. De ces objectifs, on déduira les qualifications auxquelles il faut viser ;
3. Mise au point des matières à enseigner (choix et hiérarchie) ;
4. Adaptation des méthodes d'enseignement aux objectifs et aux programmes (didactique universitaire) ;
5. Mise au point de programmes concrets (avec des alternatives) ; projets de situations et de déroulements pour le processus des études ;
6. Application et mise à l'épreuve pratique de tels programmes ;
7. Contrôle en vue de s'assurer que la voie suivie a permis d'atteindre les objectifs des études ;
8. Le cas échéant, révision et correction des "cursus".

Les conséquences qui pourraient en résulter pour la structure et l'organisation de l'enseignement et de la recherche seront examinées parallèlement à la discussion sur les contenus et les méthodes de transmission des connaissances.

En mettant au point de nouvelles conceptions des études, il faut notamment avoir en vue les conditions et les répercussions au niveau de l'organisation et des structures de l'institution universitaire.

378 : 37.014.3 (494) Conférence Universitaire Suisse, Rapport annuel 1972 ; M.

SWEDEN : THE U 68 PROPOSALS FOR THE REFORM OF HIGHER EDUCATION

The main report of the 1968 Education Commission, known as U 68, was submitted to the government and published in March.* It calls for a further expansion of higher education from 140,000 students to between 170,000 and 190,000 by 1983/84, for the creation of nineteen higher education areas as opposed to the present five university centres, for greater variety in the numbers and types of courses offered to students, for the end of degrees and diplomas and of the examinations by which they are at present awarded, and for a more direct emphasis in higher education on the jobs and professions which students will enter, or return to, after their courses.

The 1968 Education Commission was set up under the chairmanship of Mr. Lennart SANDGREN, Under Secretary of State for Education, and comprised three other members, Mr. LÖWBEER, Chancellor of the Swedish Universities ; Mr. OLSEN, former Director of the National Labour Market Board ; and Mr. ORRING, Director of the National Board of Education. The Commission enjoyed the help of three advisory groups, through which representatives of the political parties, of teachers and students, and of the various labour market organisations were able to take part in the Commission's work. Their terms of reference were to submit proposals for the future organisation of all types of basic post-secondary education : in the Commission's report, this term has been taken to mean something much wider than the current university-type education provided, while excluding research and the training of research workers. The terms of reference also stated that all post-secondary education should prepare students for a future occupation. Furthermore, they were also asked to take into account the problem of the distribution of educational opportunities between generations, and thus to consider post-secondary education as part of adult education.

The main report will now be circulated to universities, other schools of post-secondary level, and the various groups and institutions involved, for their comments. On the completion of this consultation process the Minister of Education will draw up a Bill for presentation to Parliament. The implementation of most of the Commission's proposals is not envisaged until the fiscal year 1976-77. Meanwhile the Commission will continue its work with a number of special reports of which the first will be on experiments with vocational short courses in technical subjects.

The Commission's report is the latest in a long series of reports which have initiated reforms in education. The integration of upper secondary education was completed only in 1971-72 ; the provision of adult education has been expanded for the last three years (see News-Letter 3/71 and 2/72), a new law has modified the conditions of access to university studies (see News-Letter 3/72) ; and far-reaching proposals for the reform and expansion of pre-school education have recently been submitted to the Government by a special commission (see News-Letter 5/72). The Commission's proposals therefore join a number of other demands on resources which are increasingly limited. These external conditions have considerably affected the Commission's proposals, of which a summary follows.

Definition of post-secondary education

The main aim of U 68 was to define the extent, the geographical distribution, and the organisation of basic post-secondary education. In order to emphasise that basic post-secondary education means more than what is understood by the current expression "university education", the report refers throughout, not to universities but to "Högskolor" or (High Schools). As stated above, the Commission's terms of reference specify that higher education should prepare students for their future professional careers. However, the Commission emphasises that there is no question of each course, each line of studies in the High Schools being rigidly attached to one career or another. The aim is that an individual's higher education should, as the whole, give him the capacity in the most general sense to make a success of his later life, in which his occupation will play the major part. Business life must indeed become a permanent source of innovation in education, just as education remains an instrument for changing and improving business life.

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* Högskolan ("U 68"), SOU 1973 : 3, Ministry of Education, Stockholm 1973. - An English translation of the summary is expected to appear in June 1973.

Although the Commission's terms of reference excluded research and research training, the Commission stresses the capital importance of the integration of teaching and research, especially as a means of keeping teaching up to date.

Organisation of post-secondary education

The courses currently provided by universities and colleges form only a part of the post-secondary provision envisaged by the Commission. In future the High School will offer both programmes comparable to current degree courses, and individual courses capable of being combined to suit an individual's tastes and talents and to form a sort of personal degree course. The Commission has divided all the proposed programmes and courses into occupational sectors corresponding to the vocational aims of each course, as follows ;

- technology
- administration and economics
- medicine and social work
- teaching
- cultural work and information.

In addition to this "official" classification, the Commission has also proposed an academic one which divides the various courses into the following categories :

- physics and chemistry
- chemistry and biology
- behavioural sciences
- social sciences
- mathematics
- languages
- history, art and religion.

The aims of the High School

Generally speaking, the aims of the High School are those of other forms of education in Sweden : the development of the personality, development of social consciousness and democratic spirit, an international outlook, and openness to social changes. In addition there is the vocational function of higher education.

The High Schools will offer more places than are currently available in higher education. Furthermore, they will break down the current structure of degrees into shorter courses, for all of which it will be possible to interrupt studies for a time and complete them later, or to add further courses later on to constitute a broader or more advanced education. The High Schools will also have a special responsibility for providing advanced courses to people already exercising a trade or profession, and will thus become one of the main instruments of permanent education. However, the development of permanent education, although it will be facilitated by the new organisation of post-secondary education, will also depend on changes in other sectors of education, particularly upper secondary education.

Student numbers, admission and selection

The Commission has proposed that from 1976/77 the admissions capacity of higher education should be regulated, both centrally and at the level of each High School, by an annual decision of the Government. This decision would regulate admissions both to the longer study programmes and to single courses. The Commission has indicated two planning limits between which admissions to higher education should lie : the upper limit representing an aggregate intake in 1976/77 of approximately 42,000 students with a subsequent annual increase of 2 % up to 1983/84 ; the lower one representing an intake in 1976/77 of 37,000 students with 2 % annual increases thereafter. For single courses the Commission proposes an intake in 1976/77 of approximately 20,000 full-time students increasing thereafter by 10 % a year. This gives a total estimate of students in full-time post-secondary education in 1983/84 of between 170,000 and 190 000 as opposed to the present 140,000. The Commission also believes that the distribution of admissions over the different occupational training sectors, and over groups of educational programmes and in some cases even specific programmes, should be regulated in the same way.

To place there figures in their context, the number of students in higher education in 1960 was 37,000 ; and the number of adults in various types of training was approximately 100,000. In 1970 these figures had increased to 125,000 and 1,730,000 respectively.

The Commission has also proposed that the present admissions system whereby anyone with the basic qualifications for higher education can enter, without restriction and to some extent regardless of the subjects previously studied, any faculty except the chemistry, medicine, dentistry and engineering lines, should be ended. It will be for the Committee on Formal Qualifications, created in 1972, to decide the admission criteria for all programmes and courses.

Changes in the provision of study grants and study loans are also recommended. These comprise an increase in the grant for married students and students with families, combined with a new system of scholarships which would provide a greater incentive to working men and women to undergo retraining or take up further education. In addition, the Commission stresses the need for those who leave work to be guaranteed security of employment at the end of their studies, and calls for a big information and co-operation effort with employers as well as employees.

Form and contents of courses

The Commission proposes that the education provided by the High Schools should be organised in different study lines, which can be either general, local, or individual. The general lines will be the same throughout the country, whereas local and individual lines will be decided on by each High School. The general lines will offer both long and short courses leading towards one or several professions. The purpose of the local and individual lines is to fill whatever gaps may appear in the general lines, to meet special local needs, and to give each individual a means of slanting his studies to match his special needs or abilities.

Each study line or programme will be composed of a number of individual courses, each course being given a certain points value. A year of study would be equivalent, theoretically, to 40 points. The points accumulated by the completion of a number of courses would thus replace the present degree structure by a more flexible system making it possible to interrupt or to add to studies at will. Degrees and diplomas will therefore disappear, being replaced by a simple certificate of completed studies, giving the results obtained. Furthermore, examinations will disappear along with the degrees which they conferred, and will be replaced by a marking system whereby a student's performance in each completed course will be classed simply as Fail, Pass, or Credit.

Geographical distribution

At the present moment, out of 140,000 students, 120,000 are concentrated in the five university centres of Stockholm, Uppsala, Lund, Göteborg, and Umeå. The other 20,000 are spread over a number of smaller centres. However, studies on the distribution of secondary schools have demonstrated the very great influence on the individual's choice between further education and entering a job, of the local availability of educational facilities. Similarly, in areas where there are no medical schools, there is often a severe shortage of doctors. Equality of opportunity is therefore closely tied to the local availability of education, and the Commission has therefore made it one of its central proposals that the future development of post-secondary education should be concentrated outside the present five university centres. For this purpose Sweden is divided into nineteen higher education areas, each of which will have a High School headed by a governing board comprising on the one hand representatives of various public interests and employment sectors, and on the other hand the staff and students of the High Schools in a proportion of 6 to 5. In each area one or perhaps two towns will be specified as the development centres for post-secondary education ; however, individual courses might be offered on an even more decentralised basis.

No changes are proposed in the actual institutes offering higher education except that they will now be grouped into the High School of the area and thus come under its governing board.

Structural organisation

The main aim of the reforms proposed is to obtain a uniform structural organisation for the whole of higher education throughout the country.

The principal organ at the national level, replacing its present equivalent . the Office of the Chancellor of the Swedish Universities, will be the U. H. A. - the Office for High Schools. It is proposed that this should consist of a board and five educational planning committees corresponding to the five occupational sectors.

The High School boards, which will be responsible for the administration of all the High School's resources, will be composed of six representatives of the various public interests ; the Rector and Vice-Rector of the High School ; a representative of the employees of the High School ; a representative of the students ; and the chief Administrator. The Rector and Vice-Rector will be appointed by the High School board on the basis of a list submitted by the teachers and students. In each High School there will also be an education council responsible for the standard of teaching, the co-ordination of proposals made by the component institutes, the High School's budget, the equivalence of studies in various course-lines, and the individual and local programmes and courses. These councils would have about ten members of whom one-third would represent the teachers, one-third the students and one-third the employers.

At the municipal level certain post-secondary studies will remain connected with the upper secondary schools, e. g. nursing schools and schools for kindergarten teachers. These studies will remain under the jurisdiction of the local school boards, with the proviso that the education provided at the local level must be of the same standard as national higher education.

The cost of all these reforms is estimated at 400 million Swedish crowns.

First Reactions

The public reception of the report has been tinged with scepticism. One criticism is that the report speaks almost exclusively in institutional and administrative terms, and that details are lacking of the changes in study grants, the training of teaching staff, methods of teaching, contents of courses, etc. which must accompany the administrative reorganisation proposed. Other criticisms arise from the economic context of these reforms : how will higher education adapt sufficiently quickly to changes in the employment market? How will the cost of this reform be absorbed by the country's finances ? If a certain number of graduates are unemployed at present (and are now being retrained at the cost of the State to fill the jobs available), what is the point of increasing the capacity of higher education in the future ? If the resources available are spread over nineteen centres of higher education instead of the present five, will this not result in none of the centres having enough to function effectively ?

It is also felt that the promises made by the Prime Minister Olof PALME for greater democratisation have not been answered by the report, and that the social recruitment of students, which at present favours the higher income groups, will not in fact change. The Opposition parties have rejected all responsibility for the report on the grounds that they were insufficiently consulted, and the proposal to end examinations has been particularly criticised by the teachers on the grounds that examinations are all the more important if post-secondary courses aim to give a professional qualification. The teachers also complain that the involvement of non-university members on the High School boards may result in the politicalisation of higher education ; and that the report seems to ignore the fact that research is the heart of higher education and that the redistribution of funds over nineteen centres may render most specialised research centres unviable.

37.014.3 : 378 (485) Report ; J.J. ; P.L.

UNITED KINGDOM : THE RUSSELL REPORT - A DEVELOPMENT PLAN FOR ADULT EDUCATION

The long-awaited report on adult education * was published in March by the Department of Education and Science. It is the findings of a Committee of Inquiry set up in 1969 under the chairmanship of Sir Lionel RUSSELL, CBE, former chief education officer of Birmingham, "to assess the need for and to review the provision of non-vocational adult education in England and Wales ; to consider the appropriateness of existing educational, administrative and financial policies ; and to make recommendations with a view to obtaining the most effective and economical deployment of available resources to enable adult education to make its proper contribution to the national system of education conceived of as a process continuing through life".

The Committee chose to adopt a pragmatic, rather than a utopian, approach, preferring to limit itself to proposals the implementation of which is not beyond available or envisaged resources. According to the report, in the financial year 1968/69, the last year for which the Committee had complete figures, the net expenditure on adult education in England and Wales was about £ 16 million by local education authorities and £ 1,4 million by the Department of Education and Science. Expenditure of this order represents barely 1 % of the national education budget or less than £ 10 per year for each of the two million adult students attending adult education classes. The proposals of the Committee for an initial period of five to seven years would have the effect of doubling student numbers and would (at 1968/69 prices) raise local education authority expenditure to about £ 38 million and the Department of Education and Science expenditure to £ 2. 65 million. Given an increase in the number of students to four million, the average net expenditure per student would barely exceed £ 10 a year. This represents a very modest rise in total expenditure, the Committee thus having been "strictly realistic in its proposals".

In the course of its work the Committee received evidence from a broad range of associations and individuals, and also visited a number of bodies in England and Wales. "By any standards, adult education is already a mass activity, with some two million adults purposefully engaged each year. It is estimated that one in three of the adult population is touched by adult education over a period of ten years. This achievement is all the more remarkable when one considers the minimal resources of money, of staff (some 1,300 full-time professionals all over the country), of accommodation and equipment, that have been employed in the education of those two million people. " The present structure may not be perfect, but it cannot be written off as a failure. In consequence, the Committee does not see the need to propose drastic alterations, but "drastic action is now needed to enable the machinery to work comprehensively and to establish adult education as an indispensable element in the national system of education".

It is the Committee's view that adult education should be a public service drawing upon public funds. It must be a service rooted firmly in local communities, responsive to local variations of need and opportunity, and with the active involvement of the local community in planning and management. The service must be professionally directed ; that is to say, there must be an adequate cadre of professional staff with appropriate training to act as the animators of the service, the watchdogs of standards, the exploiters of innovation and the sustainers of morale and momentum. "Above all they will be needed as recruiting agents and co-ordinators of the whole breadth of community resources. At present, most of the teaching in adult education is done by part-time teachers, and we would wish to see this continue, for we regard the part-time teacher as a positive advantage, not as a cheap substitute for full-time staff. In every community there are great resources of knowledge, skill and special expertise, and an adult education service of sufficient range and flexibility can be achieved only by mobilising these".

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* Department of Education and Science : "Adult education - a plan for development", London, HMSO, 1973, 311 p.

The Committee recommends that the Secretary of State for Education and Science invite each local education authority to review the provision made in its area, both by itself and by other bodies. For the Secretary of State to exercise the leadership advocated by the Committee, it proposes that a Development Council for Adult Education for England and Wales be set up, which would serve as a national channel of consultation and advice. Within each local education authority area there should be established a Local Development Council for Adult Education, widely representative of those who have an interest in adult education as providers or users and students. Its major functions would be : to facilitate discussion and consultation between all those interested in adult education so as to review and influence the planning of adult education in the area and to ensure that needs are met and full advantage is taken of the cultural and educational resources of the area.

The Committee envisages three broad areas of need :

- Adult education which is a continuation of formal education throughout life and covers remedial education, second-chance education and up-dating of knowledge ;
- Courses which relate to self-fulfilment of a personal kind and centre on creative and artistic expression, physical, social or intellectual activity ;
- Courses, related to the place of the individual in society, which provide the background knowledge, especially in relation to social change, through which the individual's role can be more responsibly discharged in society, in industry, in voluntary service or in public work of any kind.

The Committee emphasizes that there must be equality of opportunity for each individual actually to benefit, according to his personal capacities, from the total range of educational provision, and not simply to compete for its benefit, which is what equality of opportunity has often meant in practice.

The report acknowledges the important role that the universities have played in adult education and identifies areas in which their continued effort would be most fruitful. They include liberal and academic studies, industrial education of a liberal and academic character related to human relationships rather than technical processes, project work, training for those engaged in the education of adults, pioneer work in connection with special problems of adult education.

The Committee recognizes that voluntary organisations, (for example, the Workers Educational Association) have an important role to play in adult education and that their contribution should be safeguarded.

A comprehensive service is not a uniform service, the report recalls, and it draws attention to certain areas of special need. The education of trade unionists has traditionally been a function of adult education, and in a period when industrial relations are becoming increasingly complex, it is of vital importance that both sides of industry should be given the opportunity to study the problems and acquire the necessary techniques. Day-release is available in many industries (in 1970 there were over 600,000 benefiting from it at all ages) and a further 52,000 students were taking block release courses, but the growth of such schemes is disappointingly slow. The Committee is of the opinion that a general review of the situation concerning educational leave is required and that both sides of industry, in consultation with appropriate government departments and educational agencies should ensure that adequate opportunities are given to workers to pursue educational activities.

Particular attention should be given to the education of women employed in industry. The combination of job and home allows no time for their own intellectual advancement, unless opportunities are given at the work place, or in close association with it.

The report recommends that adult education should collaborate with social services and other relevant departments in ensuring that disadvantaged individuals are not debarred by lack of education from active participation in the life of their local communities, and that greater efforts along these lines are a matter of urgency.

Adult education in rural areas should receive special consideration, particularly in respect of such matters as the provision of transport, resources for individual home study, assistance for existing rural organisations and facilities.

Although adult education should be financed predominantly from public funds as an integral part of the education system, contributions should be expected from students, the report says. But the contributions should be administered in such a way that adult education is readily available to all who wish to take advantage of it and there is no permanent discrimination against any particular area of activity. Financial assistance should be available as appropriate to adults during periods of full-time or part-time study, and students accepted for a course at a long-term residential college should receive mandatory awards.

The provision of staff of good quality, in sufficient numbers, with the necessary training and wisely and economically deployed, is critical to all the recommended developments, says the report, and should be regarded as the first priority.

The Committee qualifies its initial target of four million students - one in nine of the adult population - as realistic. "We believe that this area of education can no longer be denied the modest resources we claim for it. The value of adult education is not solely to be measured by direct increases in earning power or productive capacity or by any other materialistic yardstick, but by the quality of life it inspires in the individual and generates for the community at large."

374 7 : 37.014.3 (41-4) Department of Education and Science : Adult Education - a plan for development. London, HMSO, 1973 ; W.F.B.

UNITED KINGDOM : OPEN UNIVERSITY ANNUAL REPORT

In his annual report Dr. Walter PERRY, Vice-Chancellor of the Open University, discusses the student drop-out rate. According to the University figures, which are based on the attainment of credits, one in four students did not get the credits aimed for. Since the Open University does not involve the same degree of commitment as that which faces the full-time undergraduate, it is difficult to know whether these 25 % had really set their sights on a degree in the first place. In the case of 8 %, this can be fairly claimed : these were the unlucky ones who stayed the course but failed to pass the end of year examinations. The rest constitute a category which Dr. PERRY dubs "sleeping students". They formed the 17 % of the total who, having paid their fees, did not turn up either for the obligatory summer school or for the examinations themselves. Even so, if the "sleeping students" got out of the course what they intended to, they were, in their own terms "successful", Dr. PERRY postulates. Thus the overall success rate is somewhere between 75 % and 92 %.

There are some indications, however, that the courses rather than the students may be falling short. The drop-out rate varies considerably between faculties. Seventy-three per cent of the mathematics students sat their examinations (compared with 87 % of arts students) and 60 % actually got their credits. However, a much smaller proportion of the mathematics students was technically qualified for a university place - 14.6 % as against 30.4 % of the arts students.

An analysis of the students' occupations has confirmed that they are predominantly middle class, teachers constituting by far the biggest single group of students (about 40 %). Less than 20 % of the 1971 students were themselves employed in manual or clerical jobs, or worked in shops and personal services. However, when social status is decided on the basis of the occupations of the students' fathers (as is done in the case of traditional universities), about two thirds of the first-year students can be classified as working class.

The Open University has experienced some difficulty in attracting women students and students under 25. Only 27 % of the first students were women, their low application rate being particularly marked in science and in mathematics. As for students under 25, they constituted 10 % of the Open University's first students. This group had the highest withdrawal rate before final registration.

Dr. PERRY also gave figures concerning the cost of students at the Open University (cf. News-Letter 3/72). The cost of each student registered in 1971 was £ 350. According to the Vice-Chancellor, however, "the cost of one extra student would be equal not to the average cost per student (£ 350) but to the average direct cost per student, that is 31 % of £ 350, or about £ 110. If the number of extra students were to be very big, there would, of course, be consequent effects on the fixed overheads, and this figure of £ 110 might have to be somewhat increased - say by 10 % or 20 %."

37.018.43 (41-4)

The Times Higher Education Supplement, 9-III-1973; Education, 9-III-1973 ; W.F.B.

UNITED KINGDOM : VOCATIONAL TRAINING FOR GIRLS

Obsolete educational attitudes are one of the factors which limit the job opportunities open to girls, says a House of Commons report [x] on the employment of women. The report gives a warning that women will be badly affected by unemployment unless they are encouraged to go in for traditionally male jobs, for women and girls do the vast bulk of the routine and unskilled work in all industries and it is their jobs which will be hardest hit by automation.

The report says that it is hard to persuade girls who leave school at 16 to widen their vocational interests. In 1971 only 7.5 % of girls took up apprenticeships on leaving school compared with 39.5 % of boys, and three quarters of these girls entered apprenticeships in hairdressing.

Certain jobs and certain school subjects are still regarded as unsuitable for girls. Evidence taken from the National Union of Teachers stated that there were mixed schools where when it came to opting for courses with a vocational content, the girls chose commercial studies and the boys technical courses, as if it were the rule of life. The National Joint Committees of Working Women's Organisations declared that the aims and prospects of girls in the employment field would be improved by the "abolition of sex role prejudice in schools." The National Committee claimed that even co-educational schools often failed to meet this need. "It is all too often found that only girls are taking biology and domestic science, and only boys taking physics, chemistry, technical drawing, metal work or woodwork." The report says it is vital that the best possible careers advice should be available to girls, and it calls for an additional, concentrated effort to make girls aware of the full range of job opportunities open to them.

The report recommends the rapid expansion of day nurseries and nursery schools, with flexible hours that will suit working mothers. In particular, it supports the setting up of nursery centres under the supervision

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x Sixth Report from the Expenditure Committee : The Employment of Women. London, HMSO, 1973

of the Department of Education and Science. It also makes a plea for more after-school and holiday care for school-age children so that their mothers can take full advantage of the job opportunities open to them. Other recommendations include more flexible working hours for mothers so that they do not have to choose between full- and part-time work.

377 - 055.2 (41-4) The Times Educational Supplement, 20-IV-1973 ; W. F. B.